



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2015-2016	
Date of submission:	June 30, 2015	
Is this a revision?	No	
School:	North Charleston High School	
District:	Charleston County School District	
Responsible Party	Print Name	Signature
Principal:	Mr. Robert Grimm	
Title I Coordinator or District Liaison:		
Superintendent:	Mr. Michael Bobby	

School/District Information

School name:	North Charleston High School
School telephone number:	843-745-7140
School mailing address:	1087 E. Montague Ave North Charleston, SC 29405
School website URL:	https://nchs.ccsdschools.com/
Year current building was built:	1985
School district:	Charleston County School District
Principal:	Mr. Robert Grimm
Number of years principal at school:	4 years
Number of principals in previous five years:	2 principals
Superintendent:	Dr. Postlewait
Number of years as superintendent in district:	1 year
Number of superintendents in previous five years:	2 superintendents
School Board of Trustees Chairperson:	Mrs. Cindy Bohn Coats
Number of years as chairperson:	2 years
Number of members of School Board of Trustees:	9 members
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	\$
Average salary of principals in district:	\$
Average salary of district-level administrators:	

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	North Charleston High School is a <i>Title I</i> school located in a neighborhood that serves a disproportionate number of economically disadvantaged minority youth. North Charleston High School serves a predominantly impoverished, transient, urban population of students, many of whom rely on social welfare services in order to survive. North Charleston High School received a 64.5 (D) overall composite score on the Federal Accountability Rating System and was labeled “at-risk” on the State of South Carolina’s 2014 Annual School Report Card.
Description of Root Causes	Summarize data relative to the root causes of your school’s underperformance.	<p>According to the State of South Carolina’s 2014 Annual School Report Card, the school received a 64.5 (D) overall composite score on the Federal Accountability Rating System (ESEA) and was labeled “at-risk” as compared to other high schools with similar populations; however, the gains that the school has made over the last four years have been massive, including no longer receiving a failing ESEA score. The school has made progress in all tested areas and has established a positive school climate. North Charleston High School’s High School Assessment Program (HSAP) exam passage rate has gone from 48.2% of second year students in 2011 passing both subtests to 61.2% in 2014. The four-year graduation rate has increased from 43.5% in 2011 to 53.9% in 2014 and the passage rate for End of Course (EOC) exams has gone from 42.1% in 2011 to 65.6% in 2014, which 11.4% above other high schools with similar populations. North Charleston High School’s annual dropout rate has decreased from 15.6% in 2012 to 7.5% in 2014 and has increased its enrollment in career/technology courses from 225 in 2012 to 290 in 2014, with 97.8% of completers placed.</p> <p>Over the past three years, student discipline has greatly improved. Out-of-school suspensions and expulsions for violent crimes have decreased to 10.5% and student attendance has increased to 96.8%. However, North Charleston High School is still struggling with an increase in numbers of students with disabilities. The Exceptional Children (EC) department has increased to 21.6% in 2014 and is expected to be close to 30% for the 2015-2016 school year. The administration has taken steps to help with the growing population of students with disabilities by implementing 8.7 teacher professional development days in order to make sure that the teachers had all the resources possible to help <i>all</i> students succeed.</p>

Turnaround Principle1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Provide instructional leadership and support to North Charleston High School teachers in order to ensure the right conditions for student learning.	Beginning: 07/15 Completion:06/16	Principal and Assistant Principals	Hire an additional AP and increase observations and conferences with teachers.	Contract; Palms - Observations	

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a performance evaluation system to support and measure staff effectiveness.	Beginning: 08/15 Completion: 06/16	Principal, Instructional Coach and Teachers.	80% of teachers will receive effective or higher (>3) for their observations in Palms and SLO scores.	Observation data in Palms; SLO scores; Staff BRIDGE scores	Fall: Winter: Spring:
Provide additional targeted PD support to teachers who don't show evidence of implementation of PD strategies.	Beginning: 8/15 Completion: 6/16	Instructional Coach and PDC.	80% of teachers will implement PD strategies within their own classes.	PD 360, COTs, Professional Development Plan	Fall: Winter: Spring:
Create data walls and PD charts to support professional in order to make data a frequent measure of student progress in the school.	Beginning: 8/15 Completion: 6/16	PDC and IC	100 % of student MAP scores will be displayed in PD room and updated throughout the school year.	MAP data	Fall: Winter: Spring:
Common assessments developed in Teacher Content Teams (TCT) meetings in order to improve teacher practice and determine students' acquisition of state approved standards prior to EOC.	Beginning: 8/15 Completion: 6/16	Administration, Teachers, and Coach	100% of EOC teachers will meet twice a month by content and create common assessments.	Assessments, TCT minutes	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Design and structure the master schedule to provide time for teacher collaboration (TCT meetings) and flexibility for student courses.	Beginning: 09/15 Completion: 06/16	Admin, Guidance, and Instructional Coordinator	Increase in TCT meetings, collaboratively designed instruction, lessons and assessments , and increase the number of elective courses for students.	Published schedule; Team agendas and summary notes; Common assessments; course enrollment	Fall: Winter: Spring:
Develop multiple tutoring activities outside of regular academic schedule to identify student needs and curriculum.	Beginning: 7/15 Completion: 7/16	Assistant Principal and Instructional Coordinator	Increase student performance (grades, EOC, MAP) and allow students to complete additional or retake classes.	Grades, attendance rosters, MAP, EOC scores, E2020; schedule	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Increase the use of Google Docs for teachers and students in order to prepare students for 21 st learning.	Beginning: 8/15 Completion: 6/16	Administration, Teachers, and students	100% of students and teachers have access to Google Drive and use to create/submit documents.	Google Drive	Fall: Winter: Spring:
Incorporate 21 st century skills information graphic into all handbooks.	Beginning: 8/15 Completion: 8/15	Assistant Principal	100% of staff and student handbooks will have the graphic.	Staff and student handbook.	Fall: Winter: Spring:
Increase the number of CTE completers, by offering more CTE courses, in order to prepare students for global marketplace.	Beginning: 8/15 Completion: 8/15	Assistant Principal	Increase CTE dept from 4 to 6 pathways. 50% of the school will be enrolled in a CTE pathway.	Master schedule, PowerSchool	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Develop common assessments in Teacher Content Teams (TCT) meetings in order to determine students’ acquisition of state approved standards prior to EOC.	Beginning: 08/15 Completion: 06/16	Instructional Coordinator, Department Chairs, and Teachers	20, 40, and 60% increase in the number of students reaching established targets.	Assessed common assessments; State exams	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the progressive discipline plan consistently among all classrooms and other school learning environments.	Beginning: 08/15 Completion: 06/16	Principal, Teachers and other school staff	20% reduction in disciplinary infractions	Educator's Handbook; PowerSchool	Fall: Winter: Spring:
Hire key support staff positions to maintain a safe, orderly, and nurturing environment.	Beginning: 08/15 Completion: 09/16	Principal	20% reduction in level 3 offenses.	Educator's Handbook; PowerSchool	Fall: Winter: Spring:
Increase opportunity of recognition among adults.	Beginning: 08/15 Completion: 06/16	Administration and Ms. Hollingsworth	>70% teacher retention rate	Contracts	Fall: Winter: Spring:
Increase opportunity of recognition among students in order to improve relationships and discipline.	Beginning: 08/15 Completion: 06/16	Administration and Ms. Hollingsworth	20% reduction in minor disciplinary infractions	Educator's Handbook; PowerSchool	Fall: Winter: Spring:
Increase commitment to Communities in Schools (CIS) in order to establish relationships among all stakeholders and to improve the culture of the school.	Beginning: 08/15 Completion: 06/16	CIS and Administration	Increase the number of students working with CIS from the 2014-2015 school year.	CIS status report and CIS services.	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Communicate student expectations and individual student expectations/achievement/behavior status to families.	Beginning: 07/15 Completion:06/16	Principal, Leadership team, Teachers	Guardians understand child/student achievement status and behavior against expectations and standards.	Written communication to family; positive postcards; letters; parent logs; Parentlink	Fall: Winter: Spring:
Continue seeking input from School Improvement Council and PTO.	Beginning: 08/15 Completion:06/16	Principal, Leadership team	Increase the number of guardians who participate and play active roles in school organizations.	Sign in; agendas	Fall: Winter: Spring: